

Cut Line



PREVIEW

FAMOUS FOR

NOT FOR EDUCATIONAL USE

W.  
H.  
O.  
M.  
E.

PREVIEW

NOT FOR EDUCATIONAL USE



SUCCESES

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



Cut Line

Cut Line

E.B.  
2018

PREVIEW QUOTE

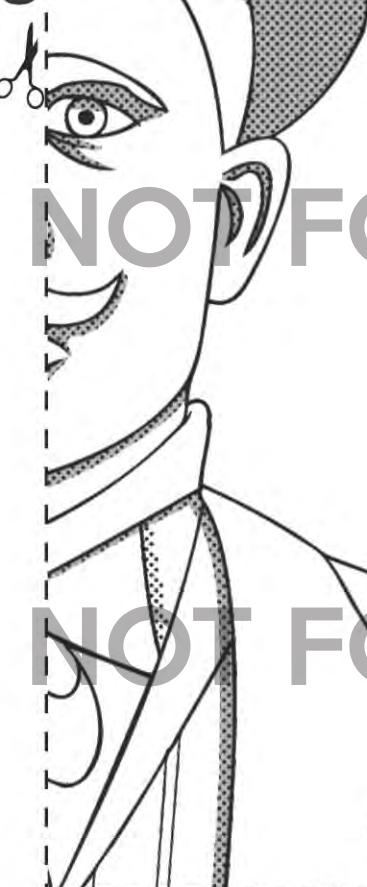


NOT FOR EDUCATIONAL USE

PREVIEW

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Cut Line



CAREER



PREVIEW

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PREVIEW

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Cut Line

Cut Line



PREVIEW

FAILURES

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE



PREVIEW

EXPERIENCE

NOT FOR EDUCATIONAL USE

PREVIEW

NOT FOR EDUCATIONAL USE

Cut Line



INSPIRATION

PREVIEW

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PREVIEW

NOT FOR EDUCATIONAL USE



PERSONALITY

PREVIEW

NOT FOR EDUCATIONAL USE

PREVIEW

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Cut Line



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PREVIEW

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Cut Line

Cut Line



PREVIEW

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BIRTH

PREVIEW

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Cut Line

**PREVIEW IDEALS**



**NOT FOR EDUCATIONAL USE**

**PREVIEW**

**NOT FOR EDUCATIONAL USE**

**Cut Line**

**PREVIEW**

**NOT FOR EDUCATIONAL USE**

**AGE / DEATH DATE**



**PREVIEW**

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**Cut Line**



# PREVIEW

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### Powerful People Biography Project Rubric

	20	15	10	5
<b>Research</b>	The group conducts thorough research on the person. The group demonstrates a deep understanding of the historical context and events related to the person's life. The project depicts important events of the person's life accurately and specifically. The group includes meaningful information.	The group conducts research on the person. The group demonstrates a basic understanding of the historical context and events related to the person's life. The project depicts some important events of the person's life accurately and specifically. The group includes mostly meaningful information.	The group conducts some research on the person. The group demonstrates an elementary understanding of the historical context and events related to the person's life. The project depicts events of the person's life that are moderately unclear or inaccurate. The group includes a fair amount of meaningful information.	The group conducts little research on the person. The group does not demonstrate an understanding of the historical context and events related to the person's life. The project depicts unimportant events of the person's life that are inaccurate or ambiguous. The group mainly includes nonessential information.
<b>Overall Appearance</b>	The overall appearance is exceptionally creative and aesthetically pleasing. The graphic elements are skillfully and neatly colored. The written text is distinct and easy to read.	The overall appearance is creative and aesthetically pleasing. The graphic elements are neatly colored for the most part. The written text is easy to see and read.	The overall appearance is somewhat creative and acceptably attractive. The graphic elements are colored completely, though slightly messy. The written text is visible and decently readable.	The overall appearance is messy and not attractive to look at. The graphic elements are not colored completely. The written text is difficult to see and comprehend.
<b>Participation</b>	All students in the group are on task, and everyone completes his/her individual role. All group members contribute to the planning, research, and execution of the project. Group members follow directions and complete the project on time.	Mostly all students in the group are on task, and majority of the members complete his/her individual role. Most of the group members contribute to the planning, research, and execution of the project. Most of the group members follow directions and complete the project on time.	Some of the students in the group are on task, and some group members complete his/her individual role. Some of the group members contribute to the planning, research, and execution of the project. Some of the group members follow directions and complete the project on time.	The students in the group are seldom on task, and less than half of the group members complete his/her individual role. The group members scarcely spend time planning and researching for the project. Hardly any of the group members follow directions nor complete the project on time.
<b>Cooperation</b>	The group works together to create a well-executed project. Students respect one another and encourage the ideas and efforts of others in a cooperative manner. The group demonstrates a positive attitude towards the project.	The group works together to create a completed project. Students mostly respect one another and maybe encourage the ideas and efforts of others. The group demonstrates a positive attitude towards the project.	The group sometimes works together, but mostly works independently to create a completed project. Students sometimes respect one another and tolerate the ideas and efforts of others. The group demonstrates a somewhat positive attitude towards the project.	The group does not work together in order to complete the project. Students show minimal respect for one another and struggle to tolerate the ideas and efforts of others in a decent manner. The group demonstrates a negative attitude towards the project.
<b>Attention to Detail</b>	Writing contains 0-1 errors in grammar, punctuation, or spelling. The group thoroughly and effectively completes all the project requirements.	Writing contains maybe 2-3 errors in grammar, punctuation, or spelling, but it does not distract the reader from the overall content. The group completes all of the project requirements.	Writing contains 3-4 errors in grammar, punctuation, or spelling that somewhat distract the reader from the content. The group completes most of the project requirements.	Writing contains more than 4 errors in grammar, punctuation, or spelling that distract the reader from the content. The group completes some of the project requirements.

**Group Members:**

**Additional Comments:**

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## Collaborative Biography Project

Objective: Research a specific person in order to learn about his/her career, life, and notable achievements. Create an attractive poster that includes a colored illustration of the individual and presents the most crucial information from your research.

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1. The poster is comprised of 6 separate pieces of paper. Evenly distribute the pieces of the poster amongst the members in your group.
2. Look for reputable sources of information and websites from credible organizations. Research the person, specifically using the categories you are assigned. Take notes on your findings, but don't write directly on your poster just yet. Write down your notes on the brainstorming worksheet.
3. Examine and analyze the information you've gathered. Compare notes with your group members and remove any repeated or redundant information. Choose essential information that you will use to fill in the appropriate boxes on your pieces of paper. Proofread, revise, and edit the information you've found. Make sure the information you gathered is written in your own words.
4. Neatly copy your final drafts of information onto your poster. Use dark pen or marker. (You can use pencil to begin with and then trace over the pencil with a darker pen).
5. Collaborate with your group to choose a color scheme for your poster. Each group member should color an equal number of pages. You can use crayons, colored pencils, markers, glitter, and other crafting materials. The poster must be entirely colored.
6. Complete the project! Carefully cut along the dotted lines to retrieve the final 6 pieces of poster paper. Tape the 6 pieces of paper in their proper places, so that the illustration lines up correctly.

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**Biography Project**  
**Brainstorming Worksheet**

First, research the person you are assigned and write your findings here. Next, transfer your answers to the boxes on your poster. Each box on your poster should include 1-3 sentences.

FAMOUS FOR: What is the thing they are most known for?

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SUCCESSES: Describe at least one major accomplishment or achievement.

**PREVIEW**

FAILURES: Describe one failure or loss this person experienced.

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EXPERIENCE: Explain at least two memorable life events from this person's life.

**PREVIEW**

**NOT FOR EDUCATIONAL USE**

HURDLES: What struggles/obstacles did this person face or overcome?

**PREVIEW**

BIRTH: List this person's birthdate and birthplace.

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QUOTE: Include one direct quote from this person that is meaningful and significant.

**PREVIEW**

**NOT FOR EDUCATIONAL USE**

CAREER: What is/was this person's occupation? How did his/her career begin and flourish?

**PREVIEW**

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INSPIRATION: Who or what inspired this person?

PERSONALITY: List at least three traits this person possesses.

**PREVIEW**

**NOT FOR EDUCATIONAL USE**

IDEALS: What does this person believe in? What are his/her morals, values, principles, or goals?

**PREVIEW**

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AGE/DEATH DATE: How old is this person? Where are they now? If they are no longer alive, where/when/how did they pass away?

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## W.E.B Du Bois

**Famous For:** What is the thing they are most known for?

W.E.B. Du Bois was an American sociologist, historian, author, editor, and activist. He co-founded the National Association for the Advancement of Colored People (NAACP), an influential civil rights organization that aimed to fight against racial discrimination and promote civil rights.

**Successes:** Describe at least one major accomplishment or achievement.

Du Bois was the first African American to earn a doctorate degree from Harvard University, where he studied history, sociology, and economics.

**Failures:** Describe one failure or loss this person experienced.

Although Du Bois co-founded the NAACP in 1909, he eventually faced internal conflicts within the organization. His radical approach and advocacy for civil rights clashed with the more conservative views of some NAACP leaders, leading to his departure from the organization in 1934.

**Experience:** Explain at least two memorable life events from this person's life.

Du Bois gained widespread recognition for his groundbreaking work, "The Souls of Black Folk," published in 1903. In this collection of essays, he introduced the concept of "double consciousness" and provided a profound analysis of the social and psychological challenges faced by African Americans in the United States.

In the later years of his life, Du Bois became disillusioned with the civil rights progress in the United States. He felt marginalized and, in 1961, he moved to Ghana, where he became a citizen. This decision was partly influenced by his frustration with racial inequality in the U.S.

**Hurdles:** What struggles/obstacles did this person overcome?

Despite his academic achievements, Du Bois faced financial difficulties at various points in his life. His commitment to activism and scholarship sometimes left him in precarious financial situations. Nevertheless, he continued his work and contributions to the civil rights movement.

**Birth:** List this person's birth date and birthplace.

Du Bois was born on February 23, 1868 in Great Barrington, MA.

**Quote:** Include one direct quote from this person that is memorable or significant.

**PREVIEW**

"A classic is a book that doesn't have to be written again."

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**Career:** What is/was this person's occupation? How did his/her career begin?

Du Bois was a scholar, public intellectual, author, orator, and activist who used his powerful voice and influence to illuminate issues of race, racism, and Black consciousness. Most of his life's work would begin after earning a PhD from Harvard in 1895. Du Bois made significant contributions to sociology, particularly in his studies on race relations. His research and writings helped shape the academic discourse on race and ethnicity.

**PREVIEW**

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**Inspiration:** Who or what inspired this person?

Du Bois was strongly influenced by the new historical work of the German-trained Albert Bushnell Hart and the philosophical lectures of William James, both of whom became friends and professional mentors.

**Personality:** List at least three traits this person possesses.

Intellectual, Eloquent, Persistent.

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**Ideals:** What does this person believe in? What are their morals/values/principles or goals?

Du Bois was a staunch advocate for civil rights and racial equality. He believed in the full social, political, and economic equality of African Americans and fought against racial segregation and discrimination. Du Bois was also an advocate of Pan-Africanism, the idea that people of African descent worldwide should work together to address common issues and challenges.

**PREVIEW**

**Age/Death Date:** How old is this person? Where are they now? If they are no longer alive, where/when/how did they die?

Du Bois died on August 27, 1963 in Accra, Ghana at age 95.

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## FAMOUS FOR

W.E.B. Du Bois was an American sociologist, historian, author, editor, and activist. He co-founded the National Association for the Advancement of Colored People (NAACP), an influential civil rights organization that aimed to fight against racial discrimination and promote civil rights.

## SUCCESSES

Du Bois was the first African American to earn a doctorate degree from Harvard University, where he studied history, sociology, and economics.

## FAILURES

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## EXPERIENCE

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## HURDLES

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## BIRTH

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# W.E.B.

# DU BOIS

## QUOTE

"A classic is a book that doesn't have to be written again."

## CAREER

Du Bois was a scholar, public intellectual, author, orator, and activist who used his powerful voice and influence to illuminate issues of race, racism, and Black consciousness. Most of his life's work would begin after earning a PhD from Harvard in 1895. Du Bois made significant contributions to sociology, particularly in his studies on race relations. His research and writings helped shape the academic discourse on race and ethnicity.

## INSPIRATION

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## PERSONALITY

Intellectual  
Eloquent  
Persistent

## IDEALS

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## AGE / DEATH DATE

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